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Difficulties Facing Higher Basic Stage Students at Al Mazar Directorate of Education in Learning English Writing from their Teachers' Perspectives

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Dedication

This work is dedicated to:
My mother, my wife and my kids, my brothers and to the soul of my father

Waleed Dleimi

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Abstract

Difficulties Facing Higher Basic Stage Students at Al Mazar Directorate of Education in Learning English Writing Skill from their Teachers' Perspectives

Waleed Dleimi

Mutah University, 2015

The purpose of the study is to investigate the difficulties facing students at Al Mazar Directorate of Education in learning the writing skill from their teachers' perspectives; in light of some variables, gender, qualification, and experience. Moreover, this was targeted to suggest solution to these difficulties from their teachers' perspective.

The sample of the study consisted of (188) teachers (64) male and (124) female teachers at Al Mazar Directorate of Education that was purposefully selected. The researcher used a questionnaire.

The findings of the study indicated that there are some difficulties facing students when learning the writing skill. ON the other hand results also showed that there are no statistically significant differences at (α= 0.05) in teachers' views about the difficulties facing students in writing skill due to gender. Results also showed that there are statistically significant differences at (α= 0.05) in teachers' views due to qualification in favor of Master Degree, also there are statistically significant differences at (α= 0.05) due to experience in favor of 10 years or above.

Key Words: Writing skill, Action Pack, Difficulties in Writing Skill

الملخص

الصعوبات التي تواجه طلبة المرحلة الأساسية العليا في مديرية تربية المزار في تعلم مهارة الكتابة من وجهة نظر معلميهم

وليد الدليمي

جامعة مؤتة، 2015

هدفت هذه الدراسة استقصاء الصعوبات التي تواجه الطلبة في مديرية التربية والتعليم للواء المزار في تعلم مهارة الكتابة من وجهة نظر معلميهم؛ كما في النوع الاجتماعي ، والمؤهل العلمي، والخبرة. وتقديم المقترحات كل الصعوبات.

تم اختيار عينة الدراسة قصدياً. تألفت من (188) معلما ومعلمة، (64) معلما و (124) معلمه في مديرية التربية والتعليم للواء المزار. قام الباحث بأعداد استبانه لأجراء دراسته.

أشارت نتائج الدراسة إلى وجود بعض الصعوبات التي يواجهها الطلبة في تعلم مهارة ألكتابه. أشارت النتائج أيضا إلى أنه لا توجد فروق ذات دلالة إحصائية عند (α=0.05) في وجهات نظر المعلمين حول الصعوبات التي تواجه الطلاب في مهارة الكتابة تعزى لمتغير الجنس. بينما هنالك فروق ذات دلاله إحصائية لمتغير المؤهل والخبرة. وأظهرت النتائج أن هناك فروق ذات دلالة إحصائية عند (α=0.05) بين أقل من 5 سنوات و 10 سنوات فما فوق لصالح 10 سنة فما فوق.

الكلمات المفتاحية: مهارة الكتابة، كتاب ال Action Pack، **صعوبات مهارة الكتابة**

Chapter One
Introduction

1.1 Background of the study

Learning writing in a foreign language especially English is extremely difficult specifically for Arab learners of English, since Arabic and English languages are from different language families. Zamel(1983) points out that the process of writing in English is nonlinear, exploratory, and generative in nature, since writers try to discover and generate ideas as well as they attempt to approximate the appropriate meaning. This process also involves sub-processes such as drafting, revising, rewriting and editing. Writing is generally regarded as a difficult skill and a complex task (Graham, Harris and Mason, 2005).

This is often attributed to its inherently complex nature which according to Wall (1981:53) might range from mechanical control to creativity, with good grammar, knowledge of subject matter, awareness of stylistic conventions and various mysterious factors in between. Wall (1981) also adds that Writing is a process through which writers explore thoughts and ideas, and make them visible and concrete.

It is a difficult skill for native and non-native speakers alike, for writers should balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics. Moreover, it encourages thinking and learning, and it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. Abu-Rass (2001) claims that writing is especially difficult for non-native speakers because they are expected to create written products that demonstrate mastery of all the aforementioned issues in a new language.

Students need writing in all aspects of their life not only inside the classroom but also in real life situations . For example, they need to write essays to reflect on what is happening in their lives and sometimes to write e-mail messages to their friends or to job institutions (Bowker, 2007). Writing is also important in business transaction especially writing business letters. Academic writing is not restricted for English language students, but it is also necessary for Science students, since they have to write Scientific reports or projects. The appropriate style of academic writing is the formal style where there are no sub-standard or colloquial expressions used. It does not accept abbreviations or phrasal verbs, since it has a precise and compact style in expressing meaning.

It has been observed by educators and teachers alike that writing in a foreign language is problematic. Cedar(2004) even gos further in saying that it is difficult to write in the first language. Writing in a foreign

language especially English presents a great challenge to foreign students, because English language has its idiosyncratic structure and organization.

Teachers of English composition or writing classes in public and private schools in Jordon have noticed that their students had already memorized a large number of English vocabularies and grammatical rules, still they are unable to express themselves coherently in writing. The majority of the students follow the technique of translating from their first language (Arabic) into their foreign language (English). The result of the production (the outcome) is neither English nor Arabic. The teachers task is a daunting one, since they try to teach their students to follow the appropriate academic writing style. In fact, the job of the teacher is to find the suitable techniques that may help in enhancing their language skill. Richards and Renandya (2002:303) suggest that there is no doubt that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these notions into legible text. Therefore, it is very important for teachers to look into the dynamics of writing and try to find the appropriate methods for teaching them. Teachers of writing should also focus on the mechanics of writing such as punctuation and spelling.

Furthermore, Bereiter and Scardamalia (1987:12) claim that the writer is engaged in a two-way interaction between continuously developing knowledge and continuously developing text through putting together concepts and solving problems. Indeed, writing demands conscious effort and practice in composing, developing, and analyzing ideas. Compared to students writing in their native language, L2 student writers have to acquire also proficiency in the use of the language as well as writing strategies, techniques and skills. They have to write coherent and cohesive essays. In fact, when students join language courses, they have high hopes of becoming proficient writers in the second language.

Writing

Writing is one of the four language skill, commonly accepted goals of learning a foreign language, but often a skill that "falls through" (Zen,2005).

There are many definitions for writing; some of these definitions, as follow:

(Nunan,2003) defines that writing is a physical and a mental act. At the most basic level, it is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto a computer. On the other hand, and it is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Also (Archibald,2001) defines writing as a multidimensional skill requiring knowledge and proficiency in a number of areas. It is complex because of the interaction of the writers' knowledge, experience, skills, culture, and identity with the norms and cognitive demands of the task at hand. The researcher believes that writing is a form of communication that allows students to put their feelings and ideas on paper.

Sub- Skills of Writing

(Brown,2001) identified the sub- skill of writing production as follow:

1. Produce graphemes and orthographic patterns of English
2. Produce an acceptable core of words and use appropriate word order patterns
3. Use acceptable grammatical systems (e.g. tenses, agreement, pluralization), pattern and rules
4. Develop and use a battery of writing strategies, such as accurately assessing the audiences' interpretation, using prewriting devices, using paragraphs and using feedback for revising and editing.

Writing in the EFL Classroom

(Brown,2006) argues that writing in the EFL classroom is less varied for L2 users. Moreover, writing needs vary depending on level of L2 and reasons for learning English, which usually affects the way teaching is approached. Students having to write client abroad will need to learn the formulaic language used in business letters and emails as well the levels of formality used when writing English to various audiences, whereas learners wanting to chat on-line to make friends may prefer more conversational or informal writing practice.

(Raimes,1993) cited in (Nunan,1999) identifies two kinds of writing in the EFL classroom; the first type is writing for learning, which includes per-writing, drafting, revisions and editing; the second type is writing for display such as examination writing.

Factors Involved in Developing Writing Skills

Influence of the first language on second language learning

It is expected that second language is generally unlike the first language ‘intentionally, rhetorically, and linguistically. Moreover, Silvea (1993) noticed that L2 learners' paragraphs lack coherence, and this is due to the differences between L1and L2. Also Hyland (2003) suggested that these differences can have a negative effect on students thinking abilities.

Purposes of Teaching Writing

(Foong,1999) points out four purposes for teaching writing, as follow:

- Writing for language practice

  Writing can be taught primarily for practicing language form to develop accuracy and correctness. It is mainly for reinforcement, training and limitation of language forms. In such language- based writing tasks, students would be given writing

exercises that would reinforce language structures that they have learned through the manipulation of grammatical patterns.

- Writing for rhetorical practice

The teaching of rhetorical forms and conventions began to have its influence on language textbooks and teaching practices. In writing tasks that teach rhetorical forms, teachers would provide the content and use modal essays as stimuli for writing. Students will imitate the rhetorical and syntactic forms by following the chosen model passage.

-Writing for communication

With the emphasis of communicative competence as a goal in language learning, teaching of writing began to shift its emphasis on accuracy and patterns to the ability to understand and convey information content. Completing a communicative writing task would require great awareness of writers' audience and the context of writing. Here, writing has a social function. Such communicative task stimulate real life situations where a writer will write to convey some information to a reader.

-Writing as a discovery and cognitive process

Writing task in the classrooms began to shift their focus to the process of writing which was influenced by the humanistic and cognitive approach. The process approach has two main schools of thought: the expensive school and cognitive. The expensive school of thought stresses the importance of self-development. Writing is viewed as an expensive mode through which students writers use writing as a means explore or discover meaning by themselves and develop their own voice. According to the cognitive school, writing researchers begin to study the mental process during the act of composing. They find that good writers don't have only a large repertoire of strategies, but also they have sufficient self-awareness of their own process.

General perspective on the Importance of Writing Skill

There are many significant aspects of writing, but the ones that are relevant to EFL learners at university are reinforcing other language skills and systems, passing exams and future careers. For example, writing can be integrated with reading and listening skills activities. Consequently all skills are further practiced and improved (Meyers, 2009). Moreover, since language systems such as grammar and vocabulary are integral parts of writing, both are used within writing; this may help the learners to develop their English in general. Another important aspect of writing for the targeted learners is writing for the sake of writing (Harmer, 2004). In other words, there are some other aspects of language such as punctuation and capitalization that they are essential in writing. Thus, through writing, learners may know more about the use of punctuation and capitalization.

1.2 Statement of the Study

Writing skill is difficult for students even in their native language. When they learn a foreign language, it is expected that they might face difficulties. Teachers may face challenges in trying to enhance or improve their students' writing skill in order to write effective essays. Sometimes, they are frustrated by the poor achievement of their students. Thus, they always want to find the difficulties facing their students writing skill, and they try to find solutions for them.

1.3 Significance of the study

This study is significant, since writing skill is it important skill for second language learners. Effective writing should be the major goal of every student. Teachers can only determine their students' success through their homework. Moreover, this study is significant, because most of the studies in the area of writing difficulties were conducted using quantitative methods. It is more likely that only a few researchers used quantitative methods that investigated students' weakness in writing. This study is also significant because it aims at investigating students difficulties from their teachers' perspectives. Most of the findings of other studies in this area were based on researchers' perspectives. It is hoped that findings of this study will enhance students writing skills especially Arab learners of English.

1.4 Purpose of the study

The purpose of this study is to investigate the difficulties facing students at Al Mazar Directorate of Education in learning writing skill from their teachers' perspectives. In light of teachers' gender, qualification, and experience. Moreover the study aims at suggesting the appropriate solutions to those difficulties based on the results and findings of this investigation.

1.5 Questions of the study

To achieve the purpose of the study, the following questions were formulated:

1- What are the difficulties facing students in writing skill from their teachers' perspective at Al Mazar Directorate of Education?
2- Are there any differences between the perspective of the teachers due to their gender (Male, Female)?
3- Are there any differences between the perspective of teachers due to their experience (less than five years, 5-to less than ten years, ten years or above)?
4- Are there any differences between the perspective of teachers due to their qualification (Bachelor degree or Master degree)?

5- What are the teachers' suggestions to solve these problems?

1.6 Operational Definition of Terms

Writing skill is defined operationally as one of the four skills that are included in Action pack series (used by the ministry of Education, Jordan). It is taught to students by their teachers through using cassettes and CD's, and students study this skill by some exercises included in the text book and the activity book.

-Difficulties

In this study, those are the obstacles that hinder the meaning of the students from their teachers perspective through answering the questionnaire that was prepared by the researcher.

-Higher basic stage

In this study those are the seventh, eighth, ninth and tenth grade students who had studied English language, for 7, 8, 9 and 10 years whom their age ranged from 13- 16 years old.

-EFL teachers

Those are the teachers who teach the higher basic stage who hold B.A. or M. A in English language.

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Writing is one kind of expression in language which is created by particular set of symbol, having conventional values for representing the wordings of a particular language that are drawn visual

1.7 Limitations of the study

This study is limited to investigating students' weakness in writing skill from their teachers' perspective at AL Mazar Directorate of Education, Karak governorate, Jordan. It is also was limited during the first semester 2015 – 2016

Chapter Two
Theoretical Background and Review of Related Literature

The main objective of this chapter is to review some studies conducted by other researchers and scholars on this topic. It aims at exploring difficulties that face students in writing their essays. It is hoped this investigation will shed some light on the major problems facing students in developing their academic writing.

2.1 Theoretical Framework

Montgomery and Baker (2007) suggest that teachers should focus on various techniques of developing writing. It is expected from teachers to modify their methods of teaching academic writing based on students' responses and according to their students needs. Li (2007) advocates that it is the sole responsibility of the teachers to identify the problems that their students may encounter in writing academic essays. Li also points out that teachers should focus on improving students' perception towards academic writing.

It was pointed out by Daoud and Al-Hazmi (2002) that non-native speakers of English when learning English explore new techniques of academic writing through assessing self-integration of learning as well as finding and using the chance of thinking critically with the purpose of expressing themselves. That means making an intellectual commitment which may result in the generation of significant and meaningful thoughts in writing. The accuracy of non-native speakers regarding academic writing can be developed through participating in different programs suitable for teaching writing in contexts. Daoud and Al Hazmi(2002) suggest that learners should develop specific features of cultural elements including expansive communication, and high regards toward the cultural environment of the language, and they should participate in the relevant and interactive tasks that can help them achieve their academic objectives. This can be attained through encouraging students to deal with language skills that are used in the classroom.

Furthermore, corrective writing courses for those students who have difficulties in their writing skills are not accepted and supported by some theories. For instance, Karliner (1974) who was an English writing teacher asserted that putting students’ in particular corrective writing courses cannot be considered as the proper and good solution. Karliner (1947) added that if the student has never written before, and if he is not required to write again in his college career, it is impossible to imagine that he will become a good writer because writing skill needs repeated corroboration.

Martha Maxwell (1975) claims that when it comes to written communication, weak writers become weaker because they frequently need

conversation which also needs intensive reading. Unfortunately, probably some teachers only read**.** The continuing decline in the average marks of college entrance tests provides additional evidence of the poor achievements of students in writing courses. Some researchers believe that poor writing is turning into crisis. The need for effective writing should be the major goal of every teacher. The primary problem is that those students who cannot achieve high marks in high schools probably are not aware of their poor writing. Thus, having a good writing skill will help learners in their future education after graduating from schools. As such, it is not possible to understand the writing difficulties facing students without taking into consideration the point of view of their teachers.

Some researches were conducted in the Arab countries that proposed different approaches toward writing skill such as using corrective programs to overcome the problems facing EFL essay writing skills. Some of them are Khalil (1985), Sa'adeddin (1989), and El-Hibir & Al-Taha, (1992). Yamato and Bray (2002) point out that there are factors that influence the development of students' education in general and their writing in particular. Another factor that affects the development of ESL/EFL is cultural factors such as the rhetorical patterns of the student first language. Moreover, another factor is the incomplete comprehension of socio-cultural background of the target language (Al-Khatib, 2001; Lee, 2003; Fernsten, 2008 and Uysal 2008; and Hinkel, 2009). Uysal (2008) examined the writing pattern of 18 Turkish participants texts in order to come up with the factors that affect the identity of writers together with their writing pattern. Based on his findings, some rhetorical choices were transferred bidirectional from L1. These patterns and their transfer were mainly because of educational context, topic, L2 level and audience. Hinkel (2009) suggests that high topic accessibility indicates dependency on the personal experience of the writer as well as on socio-cultural background knowledge that can result in greater topic-influence on L2 writing. Some scholars supported the idea that comprehending the socio-cultural feature of the target language is very significant in language learning especially in developing writing skill. For instance, Al-Khatib (2001) asserted that incomplete comprehension regarding socio-cultural background of the target language can lead to specific peculiarities, often regarded as errors, which is due to the disagreement between English and Arabic culture. Moreover, different factors such as rhetorical, cultural and linguistic background of Arabic learners of English may have an effect on their writing performance and their ability to write coherent English essays (Qaddumi, 1995,Mohamed and Omer, 2000).

Lee (2003) analyzed qualitatively two of the pedagogic practices used by teachers in the context of Korean EFL. He investigated the effects of personal, social and pedagogical complexities on EFL classroom processes.

Lee points out that effective management of EFL writing classrooms, objectives and beliefs of both students and teachers regarding the process of learning and teaching EFL writing should be considered. Castro (2004) conducted an investigation on the effects of socio-cultural backgrounds on the employment of textual resources by students in meaning construction. Castro (2004) claims that Filipino college freshmen writers who have similar socio-cultural backgrounds use similar textual and linguistic feature in their writings. This indicates and proves to a degree the socio-cognitive nature of writing practices. That is to say, besides being a cognitive process where the mind engages in the production of a piece of writing, writing practices are formed by cultural as well as social factors. Chen (1994), in a study with similar EFL context, points out that the writing of native English speakers and non-native speakers had significant differences. This points to the impact of cultural aspects on thought content, and writing style. However, Chen (1994) did not find considerable differences in the impact of individual factors, structural perceptions or contextual factors.

Some researchers believe that Arab EFL Learners are responsible for their weak writing performance (Ezza, 2010). EFL learners demonstrated that they have some problems when writing in English such as organizing their ideas. That is because they rarely write in English. For students to succeed in learning a foreign language in general, and writing skill in particular, they need to have suitable learning environment. In the Arab world, the opportunity to use a foreign language such as English in their daily life is not possible. As a result, when students join university where the medium of instruction in the foreign language is English, for example, they may face sevral problems (Al-khasawneh,2010).

Salem (2007) states that foreign learners face difficulties in writing effectively because of the limited number of vocabulary, idioms, cultural knowledge, and no experience with second language rhetorical strategies. A study conducted by Salem (2007) explored the views of 50 male undergraduate students majoring in English at the University of Al-Azher, Egypt regarding writing skill in English. Salem points out that student felt overwhelmed when they were required to write on a certain topic. They did not know how to start, how to develop their ideas or how to conclude their essays. They also lack the technical skill of writing acceptable in writing English compositions. They often repeated their ideas, reported few if any valid points. They also made serious mistakes in grammar and punctuation, and included irrelevant information in their writing.

Bjork and Raisanen (1997) point out that the significance of writing is emphasized in all university courses because they believe that it is a thinking tool. It is a tool for learning in all fields of knowledge, for the development of language for critical thinking. This is a line of thought that we shall develop. In addition, Ulijn and Strother (1995) state that speaking

and writing are generally considered to be the active or productive skills of language.

Kepner (1991) suggested that student mistakes can be corrected and analyzed in order to enhance their writing accuracy by defining two important factors. The first involves the process of acquiring forms and structures of second language acquisition. The other involves the ability and willingness of teachers to deal with practical problems in terms of corrective feedback. Lundstrom and Baker (2009) claim that teachers can conduct constructive feedback and that may contribute to improving students' performance in academic writing. Besides, students will be classified as givers and receivers to reveal their considerations and perceptions towards the progress of their writing courses and to achieve their goals in learning this skill.

Furthermore, there are several studies such as Ferris and Hedgcock (2005) who claim that many English language writing teachers used one-to-one strategy in corrective feedback to provide and generate the opportunity for clarification and notification to reveal students' mistakes. Moreover, a number of studies were concerned with implementing these kinds of techniques in ESL contexts in order to reduce students mistakes and to explore their future needs.

Effects of Grammar Teaching on English Writing Skills

Clark (2003) suggests that learners should follow the appropriate writing procedure. This may help the students to write in various contexts. There is no doubt that grammar plays an essential role in the development of writing skill. Moreover, some researchers claimed that grammar teaching has no significant influence on the development of writing skill.

The effect of grammar teaching on English writing skill was highlighted by some researchers such as Bateman and Zidonis (1996), Elley, Barham, Lamb and Wyllie (1976). They believe that the classes where English grammar is taught, learners may lose their attention, and they may take English writing classes as a very stiff duty and such classes become 'dull, useless and repetitive'. Moreover, Hillocks (1986) suggests that usage and mechanics of writing must be handled carefully with appropriate planning, otherwise, it may result in negative effects in learners progress.

Blended Learning in Teaching Writing

Blended learning offers students with a flexible teaching environment. Reid-Young (2003), defined blended learning as a method of instruction that offers a learning atmosphere that goes along with the teaching progress by adding more original modes of assessment. Blended techniques offer learners with uploaded activities. Learners may get online sessions; they are asked to upload their written material online in a well-organized way. According to Colis and Moonen (2001), blended learning is a hybrid of traditional face-to-face and on-line learning so that instruction occurs both

in the classroom and online, and where the online component becomes a natural extension of traditional classroom learning. It is a flexible approach that offers a fully online course in addition to the face-to-face sessions. There is no doubt that face- to- face teaching interaction is enriched by blended learning. It improves learning by giving another chance for students to stay in touch with their teachers and classmates. Some of the advantages of blended learning include cost-effective for both learners and institutions. Blended learning makes the online course available to other learners from other countries. Moreover, the teacher has the flexibility of editing and adapting the on-line course material to the needs of the students and to the blended learning course intended outcomes. Some of the disadvantages of blended learning may include computer and internet accessibility, limited knowledge in the use of technology, and lack of computer labs for learners.

Difficulties and Causes of Writing Problems

Students face difficulties in writing, these difficulties due to: lack of knowledge about the goal of writing, difficulty in planning, organizing and revising, and a lack of knowledge of grammar (Graham& Harris,2003). Students with writing difficulties usually have difficulty integrating all of the skills into their writing (Brice,1995).

Al-Khsawneh (2010) claimed that students are able to notice that the teaching techniques and the surroundings are the major causes of their weaknesses in English. Students' weaknesses in English are either associated with the lack of Students' inspirations, or with the lack of teachers' attention. Some students use some expression from their first language translated to the foreign language verbatim. This technique is misleading. However, methods of teaching writing English that include instructions in Arabic in English classes, teachers' low proficiency in English, and lack of writing practice in schools are the major causes of writing problem. In addition English language learners may use inadequate expressions in their compositions. Therefore, students end up repeating the same words; this may hinder their inspiration.

Rabab'ah (2003) points out that students are unable to give voice to their thoughts because they lack the adequate stock of vocabulary. English language learners use incorrect spelling and their written texts are restricted to words which they know. He also adds that the present tense is the only tense used in their writing. The students' writing is difficult to understand because of the ill-structured sentences in composition. Students are unwilling to share their work with other students, and they don't get the suitable feedback. Rabab'ah claims that when learners are required to read their writing aloud, they couldn't distinguish whether what they read is right or wrong.

Some researchers are of the idea that writing usually suffers from a lack of interaction, which stimulates oral production in conversation (Shafie, Maesin, Osman, Nayan, and Mansor, 2010). On the other hand, Can (2009) points out that students' lack of confidence in their writing ability made it harder to make revision decisions and explain these decisions to the feedback providers. This was especially the case when there was conflicting feedback from different teachers.

One of the difficulties of writing in a second or foreign language is that it is generally believed that learners should master the techniques of L1 writing. There seems to be a perception that once learners can write sentences and paragraphs in their first language, they will automatically transfer such skills to other languages as well. However, Kereni (2004) believes that this is only possible if a certain degree of proficiency in the first language is attained.

Additionally, poor language proficiency remains an issue. Novice writers have particularly poor language proficiency, and, due to this factor, cannot conduct effective discussions in the target language. Warschauer argues that oral language proficiency is very important for any learner of language, because it is the most widely used skill (Shafie et al., 2010).

Teachers, then, have an important role in helping students develop their awareness of the effects of self-mentioning, and enabling them to recognize both the choices available to them and the impact of those choices. With this understanding, our learners will be better able to gain control over their writing and meet the considerable challenges of academic writing in a second language (Hyland, 2002).

Furthermore, instructors of writing continuously complain about the lack of knowledge and certain skills necessary for academic writing among non-native speakers of English. Some of these skills according to Al-Shabanah and Maher (2005) involve outlining, paraphrasing, and summarizing. Moreover, Tardy (2010) claims that academic writing often requires students to write from an expert point of view even when they don't consider themselves experts on their topics.

In addition, Elander, Harrington, Norton and Reddy (2006) high light that essay and related written work provide opportunities for students to demonstrate some of the most demanding learning outcomes; however, students are often more confused about what constitutes a good essay than they are about the criteria for other types of assignments.

On the other hand, Arkoudis and Tran (2010) suggest that acknowledged that it was important to offer students assistance in the form of criteria sheets. They also point out that it was challenging to offer any sort of advice to students because it was not clear what form of advice should be given.

2.2 Review of Related Literature

Shahzadi, Zahabia, Rehman, and Zahra (2014) conducted a study on writing difficulties facing students at Sargodha University. They designed a questionnaire which was determined through statistical analysis on a sample of 30 students. After ensuring the reliability and validity of the research instrument, it was administered to 300 randomly selected students of department of English and many others departments. The results of the study showed that overall university students require extra help in improving their English reading, writing, listening and speaking skills. The researchers, conclusions were base on Noam Chomsky (1957) theory on Language Acquisition that language is best understood as a system that exists separately from experience. The researchers also point out that it is human psyche that human beings learn through repetition.

Abdulkareem (2013) conducted a study aimed at investigating the academic writing problems encountered by Arab speaking post-graduate students at University of Technology at Malaysia (UTM). He designed research questions for this study. The first question involves the identification of mistakes that Arab speaking post-graduate students commit in their academic writing. The second question addresses the problems Arab speaking perceived in their academic writing. The data for the study were collected through distributing a set of questionnaires and writing tasks. The subjects of the study were 85 Arab speaking postgraduate students who came from different Arab countries: Iraq, Yemen, Sudan, Saudi Arabia, Algeria, Libya, Palestine, and Syria, who were enrolled for the academic year 2011-2012. A snowballing technique was used to determine the samples of this study. A set of the questionnaires were distributed to 80 of the students to reveal their opinions towards the causes of academic writing problems, whereas Another 5 students were given a writing task which was to write two short paragraphs regarding their fields of study. The result of the study reveal that teachers should follow appropriate and suitable methods in teaching writing skills.

Adas and Bakir (2013) conducted a research on teaching and learning in actual contexts, and how the writing activities were integrated as part of the blended learning outcome. The study explored the extent to which students were able to avail themselves from blended learning and the processes involved in achieving those outcomes. The result of the study reveal the benefits of integrating blended learning into traditional methods in developing writing abilities for second and third year under-graduates in conventional teaching.

Farooq, Hassan and Waleed (2012) conducted a study which aimed at exploring writing difficulties in the English language faced by second language learners. A survey was conducted for this purpose. Data were

collected from four boys and girls. Two hundred and forty five 12th graders studying English as a compulsory subject were randomly selected out of five hundred and twenty. Results of the study indicated that students were facing a lot of difficulties in writing English due to lack of vocabulary, poor spelling, L1 interference and a poor understanding of grammatical structure. The results of the study also reveal that the method used in identification, investigation, and solutions to language related to real life problems should be used for the teaching of English from primary school level on ward.

Bilal, Tariq, Din, Latif and Anjum (2013) conducted a study entitled "investigating the problems faced by the teachers in developing English writing skills". The study aimed at highlighting the problems which hinder the teachers developing English writing skills. The focus of the study was on Sargodha district. These institutes contain students from both rural and urban areas. The Population of this study comprises 9 English language teachers. The data has been collected through the tool of structured interviews. The collected data was analyzed using writing descriptive methods. The goal of the study is not only to point out the problematic factors affecting writing skill, but also to suggest some remedial measures to improve the situation. The results of the research reveal that the teachers and the authorities concerned should improve the ELT situation in public sector.

Ghabool, Mariadass , and Kashef (2012) conducted a study entitled "Investigating Malaysian ESL Students' Writing Problems on Conventions, Punctuation, and Language Use at Secondary School Level". The study aimed at investigating the challenges in three aspects of writing development process, namely conventions, punctuation, and language use (proper use of grammar) at secondary school level from students and teachers' experiences. The data was collected from 30 ESL students. The subject were from the upper and from lower secondary school, and from 10 teachers who were teaching English language for upper and lower secondary levels with different teaching experiences. A questionnaire and an essay examination were used as the instruments of the study. The findings revealed that Malaysian ESL students have problems in writing tasks, especially the use of grammar and punctuation. The first language interference was also very noticeable in their writings. The study suggests that there should be some practical methods in order to cope with writing difficulties.

Kanwal and Khurshid (2012) conducted a study entitled difficulties in Learning English Language Skills" that aimed at exploring the university students' difficulties in learning English language skills. In order to highlight the language difficulties, a 27 items questionnaire was developed through standardized procedure and the psychometric of this questionnaire

was determined through statistical analysis on a sample of 30 students. After ensuring the reliability and validity of research instrument, it was administered to 200 randomly selected students from the department of English. The result of the study revealed that over-all university students require extra help in order for them to improve their English listening, reading and writing skills. Moreover, the study highlighted the point that students are not fully satisfied with their present course contents of English language and teaching methodologies.

Zawaherh (2012) investigated the writing errors committed by tenth-grade students who were studying at Ajloun governorate schools, Jordan. The sample of the study consisted of 350 students selected randomly from a group of schools in Ajloun. They were asked to write an essay about "a journey to the ancient city of Jerash in Jordan" in an ordinary English-language exercise in the class. The results of the study showed that the most dominant error among tenth-grade students in Ajloun schools was the lack of agreement between the subject and the main verb. Also, the results of the study point out that the probable cause of students' writing errors might be attributed to Arabic interference.

Ismail (2011) conducted a study entitled "Exploring Students' Perceptions of ESL Writing". The study aimed at investigating students perceptions about an academic writing course and about writing in general. A total of 64 female students from an ESP program participated in the study. The general design of the study was quantitative and qualitative in nature as a questionnaire and a focus-group interview were conducted for data collection. A combination of quantitative and qualitative procedures were employed to analyze the data collected via the questionnaire and the focus group interview respectively. The over-all results demonstrated that students' have positive views towards the Academic Writing Course in particular and towards the ESL writing in general. The major findings of the study revealed that students' awareness of their needs and ESL writing requirements are necessary for their success.

Stapa and Izahar (2010) examined the errors in subject-verb agreement made by teacher trainees at college level in Malaysia. The focus of the analysis was on five types of error in subject-verb agreement: (a) person, (b) number, (c) coordinated subject, (d) indefinite expression of amount, and (e) notional agreement and proximity. The results showed that the majority of students committed errors in subject-verb agreement, especially in subject-verb agreement according to number followed by subject-verb agreement according to person.

Hourani, (2008) conducted a study entitled "An Analysis of the Common Grammatical Errors in the English Writing made by 3rd Secondary Male Students in the Eastern Coast of the UAE". The purpose of the study was to explore the common types of grammatical errors

committed by students of the Arab Emirates secondary male students in their English essay writing. The study was conducted in five leading schools on the Eastern Coast of the UAE. The most common and salient grammatical errors in students essays were passivization, verb tense and verb form, subject-verb agreement, word order, prepositions, articles, plurality and the use of auxiliary. These errors were classified and tabulated according to their number of frequency in the students' essays. 105 students and 20 teachers participated in completing two separate questionnaires reflecting their attitudes and opinion towards the English writing skill. Follow up interviews with 5 supervisors were conducted to deepen the understanding and interpretation of the results. The data revealed that the UAE students make different types of grammatical errors, and most of these errors were due to intra-lingual transfer. In this study, intra-lingual transfer errors were more frequent than inter-lingual ones. Furthermore, the findings and the results of this study also showed that the English writing skill of the secondary male students in the UAE state schools needs more reinforcement and development. The study offered appropriate suggestion which were significant for educators and policymakers as well as to EFL teachers. Finally, it was hoped that the results of the study could be beneficial for developing the English writing skill among secondary students in the UAE schools.

Sawir (2005) conducted a study entitled "Language difficulties facing The effects of prior learning experience". The study was conducted based on data gathering and on conducted interviews with students from five Asian nations. The results of the study revealed that students learning difficulties were grounded in their previous experience with learning contexts that focus on grammar and reading in teacher central classrooms.

Salebi (2004) investigated Saudi students' perception of their errors in written English. The participants of the study were 32 Saudi females aged 22–24 years old who were in the fourth level at the Department of Foreign Languages at King Faisal University. They had attended an error analysis course where they were taught how to identify, classify, and describe errors in English committed by second-language learners. The research used two instruments: a test and students' comments on their errors. The results of this study revealed that the percentage of subject-verb agreement was 44.03%, the percentage of errors caused by translating from Arabic in to English was 18.75%. Moreover, the results also revealed that the main reason for errors was the difficulty of the target language, which resulted in generalization of rules. A similar study by Myles (2002) on the problems caused by interference from L1. The results of the study showed that when student write texts in English, they tend to translate from their native languages, or they may try out what they assume as correct structure in the target language, although the are hindered by insufficient knowledge the

correct usage. Thinking in the first language and translating of their thoughts into the target language may lead to awkward and disorganized sentence structures in the target language.

A study conducted by Khuwaileh and Shoumali (2000) demonstrated that lack of coherence in students' written texts is caused by the lack of logical connectors of sequence, consequence, contrast, addition and illustration. They also identified another problem in the learners written text that is the lack of appropriate logical linking of ideas. This showed that the students had problems in organizing ideas in their writing. The organization of ideas into paragraphs was not clear in their writing. Several main ideas were found in one paragraph written by some of the students instead of a single idea for each paragraph.

As can be seen from the various studies, researchers either conduct an achievement test to evaluator or measure the difficulties facing students in writing skill, or design the questionnaire to see teachers attitudes but, in this study the researcher used two instruments which are the questionnaire and an interviewed the teachers. When the researcher reviewed the previous studies he benefit a lot from them such as the tools used in these studies and the statistical analyses used in these studies.

Chapter Three
Design and Methodology

This chapter deals with a description of the study methodology in terms of the study population of the study and the description of the sample characteristics, methods of the sample selection, procedures of the study, its tool, and statistical methods used in data processing and showing results.

3.1. The Design of the Study

This study is considered one of the descriptive survey study because of the nature of the study questions and the objectives it seek to achieve.

3.2. The sample of the study

The sample of the study consisted of the whole population of the study whom was (198) male and female teachers (64) male and (124) female teachers at Al Mazar Directorate of Education. Table (1) shows the distribution of the sample.

Table (1)
Distribution of the sample of the study:

Variables	Categories	Frequency	Percentage
Gender	Male	91	48%
	Female	97	52%
	Total	188	100%
Experience	Less than five years	48	26%
	Five – to less than 10 years	55	29%
	Ten years or above	85	45%
	Total	188	100%
Qualification	Bachelor degree	147	78%
	Master	41	22%
	Total	188	100%

3.3. The instruments of the study:
3.3.1 The Questionnaire

The questionnaire about the difficulties facing higher stage students at Al Mazar directorate of Education in the writing skill was distributed among the teachers in all schools and this questionnaire was designed by the researcher himself, it consisted of 24 items. Several variables were included such as the gender, experience and qualification (Appendix 2).

Statistical Criterion

Likert scale was used to correct the study tool, by giving each item one grade of the five grades:

1. (Strongly agree) represents (5 grades)
2. (Agree) represents (4 grades)
3. (Neutral) represents (3 grades)
4. (Disagree) represents (2 grades)

5. (Strongly disagree) represents (1 grade)

The length of the cells of five-grade scale was calculated (lower and upper limits) relying on the following methods:

- The extent of the scale was calculated:

(5-1=4)

- Divide the number of categories in the scale for the accurate length of the cell:

(4/5=0.80)

3.3.2 Interview

The researcher conducted interviews with (15) teachers from those whom the questionnaires were distributed he choose them arbitrary . The researcher asked the teachers to give their suggestions to suggest the difficulties students face when learning writing skill. They were asked the following question: What are the teachers' suggestions to solve these problems?

3.4. Validity of the instrument

The researcher designed the questionnaire about teachers' point of views about difficulties facing students in writing skill (Appendix 1). The researcher validated the instrument by submitting it to a jury of supervisors and professors of English. They omitted five items of the questionnaire the items number (3, 11, 16, 26, 28). Then The researcher followed the recommendations of the referees and made amendments accordingly. The jury also was asked to specify the level of the means, so they suggested following:

High (3.68-5)

Moderate (2.34-3.67)

Low (1-2.33)

To ensure the construct validity, correlation coefficients of the items of the questionnaire with the total score were extracted in the pilot sample outside the study sample consisted of 15 male female teachers, since the correlation coefficient here is a sign of validity for each item in the form of correlation coefficient between each item and the total score, Correlation coefficients of the items with the tool as a whole ranged between (0.32-0.63), as they are reflected in table (2) below.

Table (2)
Correlation coefficient between items and total score

Item	The correlation coefficient with the tool	Item	The correlation coefficient with the tool
1	.59**	14	.40**
2	.48**	15	.56**
3	.48**	16	.38*
4	.35*	17	.45**
5	.44**	18	.59**
6	.45**	19	.32*
7	.48**	20	.48**
8	.51**	21	.49**
9	.32*	22	.41**
10	.48**	23	.55**
11	.43**	24	.46**
12	.48**		
13	.43**		

* Statistically significant at the significance level (0.05)
** Statistically significant at the significance level (0.01)

It should be noted that all correlation coefficients were accepted and statistically significant, and therefore, none of these items were deleted.

3.5 Reliability of the Instrument

Reliability was calculated using internal consistency by Cronbach's alpha equation, and Table (3) below shows the internal consistency according to Cronbach's alpha coefficient and repetition reliability, and this was considered appropriate values for the purposes of this study.

Table (3)
Internal consistency coefficient Cronbach's alpha and repetition reliability

Rank	Repetition reliability	Internal consistency
Difficulties facing students in writing skill	0.091	0.089

Table (3) shows that the internal consistency coefficient was (0.89) and repetition reliability was (0.91), and these values are considered appropriate for the purposes of this study.

3.6 Procedures of the Study

To implement of the study, the following procedures were followed:
The researcher did the following:

1. Reviewing the literature

2. Having the approval papers from the university and Al Mazar Directorate of Education (Appendix 3)
3. Assigning the population and sample of the study.
4. Preparing the questionnaire.
5. Validity and reliability were insured.
6. Applying the pilot study.
7. Applying the questionnaire on the sample of the study.
8. Collecting the questionnaires.
9. Analyzing the collected data.
10. Results were found.
11. Discussing the results.
12. Recommendations were proposed to the concern.

3.7 Statistical analyses:

The researcher used the following statistical to answer the questions of the study.

1. Frequency and percentages were used to show the distribution of study sample.
2. Means and standard deviation were used to show the students' responses on questionnaire items
3. One-way ANOVA was conducted to find out whether there are statistical significant differences in the means according to experience variable.
4. Post hoc comparison using schefe method was used to show if there are statistically significant differences at (α= 0.05) in the teachers' perspectives towards the difficulties facing students at Al Mazar Directorate of Education in writing skill due to experience variable

Chapter Four
Findings of the study, Discussions and Recommendations

4.1 Findings of the study

The purpose of this chapter is to present the findings and discussions the results of this investigation: the difficulties facing students at Al Mazar Directorate of Education at Al karak governorate, in writing skill from their teachers' perspectives. In light of teachers' gender, qualification, and experience on the teachers' point of view. Moreover, the study aims at finding solutions to these difficulties based on the results and findings of this investigation.

4.1.1 Findings of the first question

Question one: What are the difficulties facing students at Al Mazar Directorate of Education in writing skill from their teachers' perspective?

To answer the first question of the study, means and standard deviations of the teachers' responses on questionnaire items were computed as presented in tables (4)

Table (4)
Means and standard deviations for items in the questionnaire, ranked in a descending order.

Rank	N0.	Item	Mean	Std. Deviation	Level
1	12	Students face difficulty when writing tasks that require creativity and/or critical thinking.	4.12	.812	High
2	2	Students spell phonetically according to their pronunciation.	4.05	.748	High
3	10	Students have obstacle reading what they have written.	4.04	.734	High
4	7	Students use awkward phrases because they translate verbatim from Arabic language	4.03	.852	High
5	6	Students chronic problem in sentence structure because of the influence of first language	3.99	.890	High
6	8	Students do not memorize sufficient number of vocabulary to help them in their writing.	3.97	.942	High
7	24	Some students have difficulty in correct spelling.	3.95	.864	High
8	15	Most students have not acquire subject-verb agreement	3.93	.834	High
9	14	Students write fragments not sentence	3.91	.845	High
10	3	Students confuse letters which are pronounced differently according to their position in the words	3.90	.884	High
11	5	Students do not have all parts of a well-organized paragraph (Topic sentence and Supporting sentences).	3.90	.850	High
12	17	Students commit grammatical mistakes	3.89	.852	High
13	20	Students are unable to form compound sentences.	3.89	.855	High
14	23	Students face difficulty developing and organizing ideas.	3.89	.745	High
15	9	Students sometimes mix between formal and colloquial in their writing	3.86	.893	High
16	21	Students do not use different types of sentences.	3.86	.835	High
17	22	Students face problems in paragraph focus	3.86	.867	High
18	18	Students use incorrect Punctuation marks	3.85	.877	High
19	11	Students have difficulty differentiating between sound and meaning	3.83	.855	High
20	1	Students confuse with capital and small letters .	3.82	1.013	High
21	13	Students face problem in using the suitable words (word choice).	3.82	.911	High
22	4	Students face difficulty in completing fill-in blank worksheets.	3.78	.903	High
23	16	Students have difficulty distinguishing between singular and plural.	3.72	1.008	High
24	19	Students face problems in capitalization.	3.70	.991	High

Rank	N0.	Item	Mean	Std. Deviation	Level
		Total	3.90	.428	High

Table (4) shows that all the items overall are high means and standard deviations of the whole answers means was 3.90 with standard deviations of 428. Also, it shows that Item 12 "Students face difficulty when writing tasks that require creativity and/or critical thinking" receives the highest mean (4.12) regarding the degree of agreement with a standard deviation of (0.812). Then the second item in rank is number (2) "Students spell phonetically according to their pronunciation" with a mean of (4.05) and standard deviation of (0.748). This result could be due to teaching strategies that students are exposed to, since most teachers are not well trained and they use traditional way of teaching. Teachers never help their students to use creative thinking and critical thinking.

In contrast, the least rank in the scale was item number 19 "Students face problems in capitalization" with a mean of (3.70) and standard deviation of (.991). Then item number 16 " Students have difficulty distinguishing between singular and plural" with a mean of (3.72) and standard deviation of (1.008).

It is clear that the difficulties facing students in the writing skill range and differ from each other. Some are major difficulties and others are minor difficulties.

4.1.2 Findings of the second question

Question two: Are there any statistically significant differences between the views of the teachers due to their gender (Male, Female)?

To find out whether there are statistical significant differences in views of the teachers due to Gender variables, t-test analysis was conducted and the results are shown in table (5)

Table (5)

t-test results of teachers' response according to their gender

Gender	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
Male	64	3.897	.417	-.021	186	.983
Female	124	3.899	.436			

Table (5) shows that there are no statistically significant differences at (α= 0.05) in teachers' views towards the difficulties facing students at Al Mazar Directorate of Education in writing skill due to gender variable. This is because all male and female teachers receive the similar instruction in similar conditions in universities, i.e. they were taught in similar contexts.

In addition, since the majority of the teachers (whether male or female) possess similar experiences, and they teach under the same environment, it is expected to find no significance differences in their opinions.

4.1.3 Findings of the third question

Question three: Are there any differences between the views of teachers due to their qualification (Bachelor degree, or master degree)?

To find out whether there are statistically significant differences in views of the teachers due to qualification variables, t-test analysis was conducted and the results are shown in table (6) below.

Table (6)]
t-test results of teachers' response according to their qualification

Academic Qualification	N	Mean	L	Std. Deviation	T	Df	Sig. (2-tailed)
Bachelor Degree	147	3.86	H	.423	-2.478	186	.014
Master Degree	41	4.04	H	.422			

Table (6) shows that there are statistically significant differences at (α= 0.05) in teachers' perspectives towards the difficulties facing students at Al Mazar Directorate of Education in writing skill due to qualification variable in favor of M. A. degrees. This is because teachers who hold M. A. degrees are more qualified than those who hold B. A. degrees and they have more experience. Thus, they probably have adequate knowledge about learners problems than B.A. degree holders. When teachers learn towards their M. A. degree, they are exposed to more information and strategies in teaching English language skills. They will research papers analyze and write proposals about educational issues; and this will in turn influence their competency in the language in general and in teaching skills especially writing skill in particular.

4.1.4 Findings of the fourth question

Question four: Are there any differences between the views of teachers due to their experience (Less than 5 years, 5-to less than ten years, ten years or above)?

To answer this question, means and standard deviations of teachers' responses due to their experience, were computed and results are shown in tables (7) below:

Table (7)
Means and standard deviations of teachers' responses due to their experience

	N	Mean	Level	Std. Deviation
Less than five years	48	3.75	High	.482

Five - to less than ten years	55	3.88	High	.339
Ten years or above	85	4.00	High	.427
Total	188	3.90	High	.428

Table (7) shows a slight variance in the means according to experience variable; experience proves to have a great role on teachers' perspectives because teachers can interpret the surrounding environment and the whole educational process in a scientific way. The more time the teachers spend in teaching, the educational situations they will experience and they will face and solve, so experience is very important issue. To find out whether there are statistically significant differences in these means, one way ANOVA was conducted; results are shown in table (8)below:

Table (8)

One way ANOVA results of teachers' views according experience.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.880	2	.940		
Within Groups	29.654	185	.160	5.865	.003
Total	31.534	187			

Table (8) shows that there are statistically significant differences due to experience (α= 0.05) in teachers' perspectives towards the difficulties facing students at Al Mazar Directorate of Education in writing skill. To find out whether the experience Multiple Comparisons differences, post hoc test was conducted using Scheffe Method as shown in table (9) below:

Table (9)

Post hoc test of Multiple Comparisons according experience using Scheffe Method

(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.
Less than five years	Five - to less than ten years	-.13	.083	.318
	Ten years or above	-.24(*)	.076	.006
Five - to less than ten years	Less than five years	.13	.083	.318
	Ten years or above	-.12	.072	.265
Ten years or above	Less than five years	.24(*)	.076	.006
	Five - to less than ten years	.12	.072	.265

* The mean difference is significant at the .05 level.

Table (9) shows that there are statistically significant differences at (α= 0.05) in the teachers' perspectives based on their experiences (Less than 5 years and 10 years or above in favor of 10 years or above) towards the difficulties facing students at Al Mazar Directorate of Education in writing skill. There is no doubt that experience plays a vital role in any teaching situation. Those teachers who have more than ten years more experience are able to diagnose their students problems than those teachers who have less than ten years.

4.1.5 findings of the fifth question

Question five: What are the teachers' suggestions to improve or to solve these problems?

Fifteen teachers were excluded from the sample study were interviewed about their suggestions to the problems that the students face in learning the writing skill. Most teachers suggested that additional practice and training is necessary. Others claimed that writing skill is always difficult for foreign language learners whether in English or other languages, and they suggested that the only solution is that students practice writing more and more.

The following are the responses from 15 teachers that the researcher interviewed and their suggestions to solve the problems students face when they learn the writing skill of English language:

Table (10)

suggestions and frequency of teachers

No.	**Suggestions:**	**No. of teachers**
1	Increasing the number of English classes (Periods) in order to give students chance to practice the language more.	2
2	Training teachers of English language to be more qualified in teaching the writing skill	6
3	Supervisors of English language must have an effective role and visit schools to help teachers and students to enhance them to be better in the skill.	1
4	Training the students themselves in the writing skill.	3
5	Providing teachers with computer programs to use for teaching writing.	1
6	Equipping schools with technological equipment and tools such as smart boards.	2
Total		15

It is clear that most teachers agree on the point that teachers of English must be trained to teach English writing properly. Some of them suggested that students also must read more and practice more (students face difficulty in completing fill-in blank worksheets). The researcher noted that one teacher blame the parents and said they must watch them and encourage them to do their homework but no other teacher from the sample suggest the same suggestion so the researcher didn’t include it in the table.

It was noticed by the researcher that although the respondents' are teachers, but they admit that they have challenges they face in teaching this skill, and they additional training in this viable skill. It seems that one of them blame the supervisors because they don't pay enough attention to teachers and their needs. He added that supervisors must have more effective role to enhance teaching methods and techniques.

4.2 Conclusion

As can be seen from the results, students at higher stage face many difficulties facing students in writing skill in English. The results agree with the results of some other studies conducted by other researchers. For example, the result of the study conducted by Farooq; Hassan and Waleed (2012) on the problems facing students in writing skill demonstrated that students poor writing was due to lack of vocabulary as stated in item 8 (students do not memorize sufficient number of vocabulary to help them in their writing) and item 13 (students face problem in using the suitable words). L1 interference and poor understanding of grammatical structures as stated in item 6 (students chronic problem in sentence structure because of the influence of first language) and item 15(Most students have not acquire subject-verb agreement), item 17(students commit grammatical mistakes) and item 20 (students are unable to from compound sentences). Another study that support the finding of this study is Ghabool; Mariadass ; and Kashef (2012) which revealed that ESL students have problems in writing tasks: using grammar of the language and first language interference. Moreover, a similar findings were presented by Zawaherh (2012) that point to the major problem facing tenth-grade learners in writing tasks. Their main problem was subject verb agreement. The same results were highlighted by Sabeli (2004) which focus on subject verb-agreement too. Students may translate from their own native language; this was pointed out by the study of Myles (2002) and the study of Stapa and Izahar (2010).

4.3 Recommendations:

The researcher suggests the following recommendations based on the result of this investigation:

1- Teachers should have additional training, since the results indicate that some of them lack the necessary experience.
2- Increase the number of English classes especially those on writing tasks.
3- Conduct more studies on other learners skills.
4- Students should have more practice in writing skill especially in the areas of: (Topic sentence and supporting sentences) and (how to differentiate between formal and colloquial in their writing).

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Appendix (I)
The questionnaire in its initial shape

بسم الله الرحمن الرحيم

The researcher will conduct a study about Difficulties Facing Higher Basic Stage Students at Al Mazar Directorate of Education in Learning English Writing Skill.

Please give your opinion about these difficulties by choosing one of the following choices:

- **Strongly Agree**
- **Agree**
- **Neutral**
- **Disagree**
- **Strongly Disagree**

Gender: □ **Male** □ **Female**
Experience: □ **Less than five years** □ **Five –to less than ten years**
□ **Ten years or above**
Academic Qualification: □ **Bachelor Degree** □ **Master Degree**

	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Students confuse with capital and small letters.					
2	Students spell phonetically according to their pronunciation.					
3	Students does not always corresponds with spelling and pronunciation					
4	Students confuse letters which are pronounced differently according to their position in the words					
5	Students face difficulty in completing fill-in blank worksheets.					
6	Students do not have all parts of a well-organized paragraph (Topic sentence and Supporting sentences).					
7	Students chronic problem in sentence structure because of the influence of first language					
8	Students use awkward phrases because they translate verbatim from Arabic language					
9	Students do not memorize sufficient number of vocabulary to help them in their Writing.					
10	Students sometimes mix between formal and colloquial in their writing					
11	Students have difficulty with sentence structure because they are influenced Arabic word order.					
12	Students have obstacle reading what they have written.					
13	Students have difficulty differentiating between sound and meaning					
14	Students face difficulty when writing tasks that require creativity and/or critical thinking.					
15	Students face problem in using the suitable words (word choice).					
16	Students face difficulty in writing grammatically Sentence complete Fragments.					
17	students write fragments not sentence					
18	Most students have not acquire subject-					

	verb agreement					
19	Students have difficulty distinguishing between singular and plural.					
20	Students commit grammatical mistakes					
21	Students use incorrect Punctuation marks		`			
22	Students face problems in capitalization.					
23	Students are unable to form compound sentences.					
24	Students do not use different type or sentences.					
25	Students face problems in paragraph focus					
26	Students are unable to write coherent paragraphs.					
27	Students face difficulty developing and organizing ideas.					
28	Some students are unable to distinguish between formal and informal writing.					
29	Some students have difficulty in correct spelling.					

Appendix (II)
The instrument of the study

بسم الله الرحمن الرحيم

The researcher will conduct a study about Difficulties Facing Higher Basic Stage Students at Al Mazar Directorate of Education in Learning English Writing Skill.

Please give your opinion about these difficulties by choosing one of the following choices:

- **Strongly Agree**
- **Agree**
- **Neutral**
- **Disagree**
- **Strongly Disagree**

Gender: □ **Male** □ **Female**

Experience: □ **Less than five years** □ **Five –to less than ten years**
□ **Ten years or above**

Academic Qualification: □ **Bachelor Degree** □ **Master Degree**

	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Students confuse with capital and small letters.					
2	Students spell phonetically according to their pronunciation.					
3	Students confuse letters which are pronounced differently according to their position in the words					
4	Students face difficulty in completing fill-in blank worksheets.					
5	Students do not have all parts of a well-organized paragraph (Topic sentence and Supporting sentences).					
6	Students chronic problem in sentence structure because of the influence of first language					
7	Students use awkward phrases because they translate verbatim from Arabic language					
8	Students do not memorize sufficient number of vocabulary to help them in their writing.					
9	Students sometimes mix between formal and colloquial in their writing					
10	Students have obstacle reading what they have written.					
11	Students have difficulty differentiating between sound and meaning					
12	Students face difficulty when writing tasks that require creativity and/or critical thinking.					
13	Students face problem in using the suitable words (word choice).					
14	students write fragments not sentence					
15	Most students have not acquire subject-verb agreement					
16	Students have difficulty distinguishing between singular and plural.					
17	Students commit grammatical mistakes					
18	Students use incorrect Punctuation marks		`			
19	Students face problems in capitalization.					
20	Students are unable to form compound					

	sentences.					
21	Students do not use different types of sentences.					
22	Students face problems in paragraph focus					
23	Students face difficulty developing and organizing ideas.					
24	Some students have difficulty in correct spelling.					

Appendix (III)
Permission to conduct the study

Permission to conduct the study

بسم الله الرحمن الرحيم

وزارة التربية والتعليم

مديرية التربية والتعليم للواء المزار الجنوبي

الرقم:- ٢/١/٧/١٣/٢٤/٣٥

التاريخ:- ٣/٥/٢٠١٥

الموافق:- ١٤/٧/١٤٣٦

مديري / مديرات المدارس الحكومية

الموضوع / البحث التربوي

السلام عليكم ورحمة الله وبركاته ...

سيقوم الطالب " وليد خليل خليفة " بإجراء دراسة عنوانها " الصعوبات التي تواجه طلبة المرحلة الأساسية العليا في مديرية تربية المزار الجنوبي في تعلم مهارة الكتابة من وجهة نظر معلميهم " استكمالا لمتطلبات الحصول على درجة الماجستير / مناهج وأساليب تدريس اللغة الانجليزية / جامعة مؤتة ، ويحتاج ذلك إلى الحصول على المعلومات والبيانات اللازمة من المعلمين التابعين لمدارسكم .

* يرجى تسهيل مهمة الطالب المذكور وتقديم المساعدة الممكنة له .

وتفضلوا بقبول فائق الاحترام ..

مدير التربية والتعليم

محمد عوض الطراونة
مدير الشؤون التعليمية والفنية

نسخة / مدير الشؤون التعليمية والفنية .
نسخة / رئيس الإشراف التربوي .
نسخة / رئيس الرقابة الداخلية

Appendix (IV)
The Jury Members

Jury Members

N	Name	Position
1.	Dr . Majid Al- Khataybeh	Professor / Mu'tah University
2.	Dr. Ahmed Al khawaldeh	Professor /Jordan University
3.	Dr . Mohammad Al khawaldeh	Professor / Linguistics/ Mu'tah University
4.	Dr . Mohammad Al Jarrah	Professor/Linguistics/ Mu'tah University
5.	Dr . Mohammed Al-Ghzeuat	Professor / Mu'tah University
6.	Dr . Rania Al-Agarbeh	Assistant Professor /Linguistics /syntax / Mu'tah University
7.	Dr. Islam Al Momani	Assistant Professor Al-Balqa Applied University
8.	Dr .Fadia Abdul Rahman	Amman 1st Directorate of Education/ Supervisor

المعلومات الشخصية

الاسم: وليد خليل خليفة الدليمي

التخصص: ناهج واساليب تدريس لغة انجليزية

الكلية: العلوم التربوية

السنة: 2015

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